



Research Paper

Relationship among teaching attitude, job satisfaction and occupational stress of guest faculty and contractual lecturers in colleges of Punjab

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ABSTRACT

The objective of this present investigation to know the relationship between teaching attitude, job satisfaction and Occupational stress of guest faculty and contractual lecturers in colleges of Punjab. The sample consisted of 400 lecturers in which 200 (100 male and 100 female) were guest faculty and contractual lecturers. In this present study, these tools Teacher Job Satisfaction Scale (TJSS), Teacher Attitude Inventory and Occupational Stress Index were used for data collection. The results indicated that the attitude towards teaching of Guest faculty and contractual teachers has not significant correlation with their job satisfaction. These guest faculty and contractual college teachers have not positive significant relationship between job satisfaction and stress occupation. Further, there is negative significant relationship between teacher attitude and stress occupation of these college teachers.

KEYWORDS:-Teaching attitude, Job satisfaction and Occupational stress, Guest faculty and contractual lecturers

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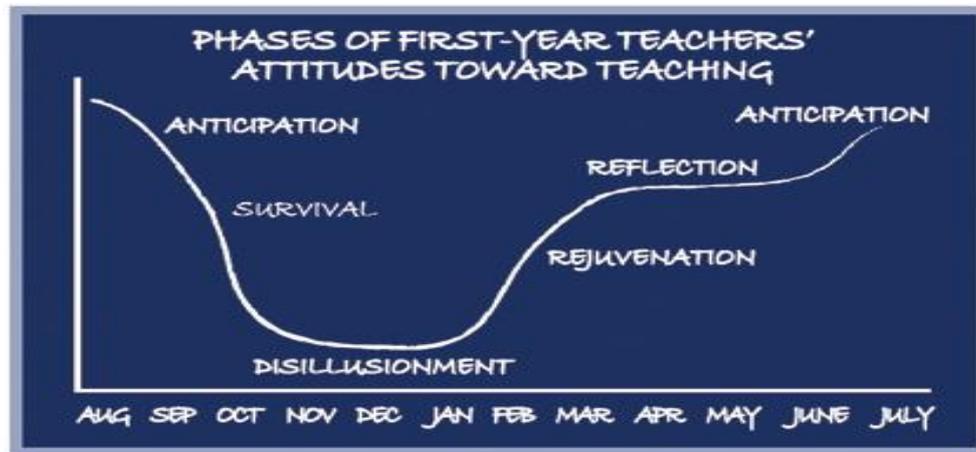
I. INTRODUCTION

Teachers are essential for the effective functioning of education system and for improving the quality of learning process. Teachers play pivotal role in teaching learning process at elementary, secondary and higher level. They also play an important role in constructing the personality for their students. Teachers are the backbone of society. They are national builders. The beliefs, attitude and practices of teachers are important for understanding and improving educational processes. Colleges are as important institutions as any other organisation of the society. It can be reviewed as an interface a platform where significant socialization of growing students take place and where is sizeable number of members of society follow careers and meaning in their lives. Teaching is one of the most significant and visible profession in the world. All other profession in the society has their bases in the profession of teaching. As a profession it is the basis of the development of any country.

Today though along with other professions like law, medicine and engineering and Bureaucrats, teaching is also considered as a profession, may, it is said to be noblest of all professions, people do not think of the teacher as a professional worker is the same sense, status and reverence in which they consider the doctor, the lawyer, or the engineer and Bureaucrats. A teacher does not enjoy a social status as is enjoyed by the doctor, the lawyer, or the engineer and Bureaucrats. Why is this so? Anjaneyulu (1971) pointed out that in addition to the loss of special recognition; the profession has been infested with a number of other evils. Enormous rise in the work load, lack of security of service especially under private managements, lack of discipline among the students and too much domination by the non-official politician, bosses are only some of the evils. It is no exaggeration to say that there was a time when ministers had to seek appointments with Vice-Chancellors to meet them. Now Vice-Chancellors queue up to see ministers and officials. (Subrahmanian, 1987).

Peter Dolton and Oscar Marcenaro-Gutierrez(2013) found that China, South Korea, Turkey, Egypt and Greece respect their teachers more than all other European and Anglo Saxon countries. Israel and Brazil

featured at the lower end of the Index StatusIndex. The highest salary of teachers in Luxembourg and Switzerland from the world. India comes in lowest salary category in the world. The work of Moir and her colleagues(1990) on new teacher phases is summarized in the following discussion.



Ellen Moir (1990) described the six Phases of First Year Teacher’s Attitudes Towards Teaching. These phases are as follow

1. Anticipation Phase
2. Survival Phase
3. Disillusionment Phase
4. Rejuvenation Phase
5. Reflection Phase
6. Anticipation

Job Satisfaction:-Hoppock(1935) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction.(Brikend Aziri,2011) Vroom in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus, he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004). The term job satisfactions refer to the attributed and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

Occupational Stress:- Occupational stress was identified during the 1980s as one of the top ten occupational health problems in the United States and likely throughout the Western industrialized nations. Sauter, Murphy, and Hurrell (1990) began developing a prevention agenda for addressing what some called an epidemic of stress.Beehr and Newman (1978) define occupational stress as “A condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning.” Occupational stress affects directly organizational commitment as well as physical health and psychological well being of individuals.

Numerous study are conducted about these variables, jobsatisfaction,teacher attitude and occupation stress at different labels and in different countries focus on the different sub factor and sub variable for different purposes some studies also try to establish the relationship between these variables. Goyal(1980) study on the relationship among the attitude,job satisfaction,adjustment and professional interest of teacher educator in India.He found large majority teacher educate were favorable inclined towards their profession and were satisfy in the job. Nayak(1982) found that teacher attitude has a significant positive relationship with the job satisfaction of female teacher.Kakkar(1983) indentify a positive relationship between vocational attitude and job satisfaction.According to Chaplain (1995), just over one-third of all teachers were satisfied with their job. Teacher stress and job satisfaction were found to be negatively correlated, with high reports of occupational stress related to low levels of job satisfaction. Satinderpalkaur (2017) conducted a study on job satisfaction and occupational stress among school teachers. The findings indicate that there were negative correlation between job satisfaction and occupational stress.Butts et.al (2009) found that occupational stress is due to the nature of the job and work.

Objectives:-

1. To know the relationship between teacher attitude and job satisfaction of Guest faculty and contractual college lecturers.
2. To know the relationship between Job satisfaction and Occupational stress of Guest faculty and contractual college lecturers.
3. To know the relationship between teacher attitude and Occupational stress of Guest faculty and contractual college lecturers.

Hypotheses:-

1. There will be strong positive relationship between teacher attitude and job satisfaction of college lecturers.
2. There will be negative relationship between job satisfaction and Occupational stress of college lecturers.
3. There will be strong negative relationship between teacher attitude and Occupational stress of college lecturers.

II. METHOD

Sample:-

The sample consisted of 400 lecturers in which 200 (100 male and 100 female) were guest faculty and 200(100 male and 100 female) Guest faculty and contractual lecturers . These lecturers were selected from the colleges of Malerkotla ,Dhuri, Ahmedgarh and Amargarh cities of Punjab state by purposive sampling method. The age range was 30-50 years and five year teaching experiences in the colleges.

Instruments or Tools :-In this present study following tools were used for data collection.

1. **Teacher Job Satisfaction Scale (TJSS):-** This scale is developed by Bhatia ,Mudgil, Mubar(2012). This scale consists of 75 items on likert scaling technique. They are presented on five point scale. All these items are given a score from 1 to 5 i.e. Strong agree to strong disagree. The individual scoring above 239 would be having high job satisfaction while the individual falling below 210 would be rated as having low job satisfaction.
2. **Teacher Attitude Inventory:-**This scale is developed by Ahluwalia S.P.(2006). This scale is a 90 items likert instrument consisting of six sub-scales. Out of 90 items 56 are in positive declarative form and 34 of them are in negative form. The six aspects dealt within the inventory are, attitude towards: 1. Teaching profession. 2. Class room teaching. 3. Child centered practices. 4. Educational process. 5. Pupils 6. Teachers.
3. **Occupational Stress Index:-**To measure job stress Occupational Stress Index developed by Srivastava and Singh (1984) was used. The authors have claimed that the tool may be conveniently administered to all categories of employees. The scale consisted of forty-six items, each to be rated on five point scale. Out of 46 items, 28 were true keyed and 18 were false keyed. The validity of Occupational stress index was determined by computing co-efficient of correlation between scales on the OSI and the various measures of job attitude and job behaviour.

III. RESULTS AND DISCUSSION

Table-1. Correlation Matrix (within cells) of teacher attitude, Job Satisfaction and Occupational Stress

		Job Satisfaction	Teacher Attitude	Occupational Stress
Teacher Attitude	Pearson Correlation	.073	1	
	Sig. (2 tailed)	NS		
	N	400	400	
Occupational Stress	Pearson Correlation	-0.23 □ □	-0.22 □ □	1
	Sig. (2 tailed)	0.001	0.001	
	N	400	400	400

□ **P<.05** ; □ □ **P<.01**; □ □ **P<.005**; **NS :Non-Significant**

This table depicted that there is no relationship between job satisfaction and teacher attitude are =.073, negative and significant relationship between job satisfaction and Occupational Stress are= -.23, and the negative but significant relationship between attitude and occupational stress is r=-.22.

Above results indicated that there is no relationship between job satisfaction and teacher attitude are =.073. Therefore, our hypothesis no. 1 “There will be strong positive relationship between teacher attitude and job satisfaction of college lecturers “is rejected. Kimengi(1983) supported that there was no strong relationship between attitudes towards teaching and job satisfaction among secondary school teachers with respect to the following variables: Age, Type of school, Teaching experience and Mother's occupation.

This table also indicated that the relationship between job satisfaction and stress occupation is $r = -.23$, meaning that there is negative significant relationship between job satisfaction and stress occupation of college teachers, therefore our hypothesis no.2 “There will be negative relationship between job satisfaction and Occupational stress of college lecturers” is accepted. Bibi, Sattar and Jamil (2004) conducted a research study to find out the effects of stress on job satisfaction of head teachers at elementary level. The results of the study show that most of the head teachers at elementary level are in stress and it is negatively affecting their job satisfaction. Abdul Qayyum Chaudhry (2012) that no significant relationship is found between the occupational stress and overall job satisfaction in contract and visiting faculty members of universities.

This table further indicated that the relationship between teacher attitude and stress occupation is $r = -.22$, meaning that there is negative significant relationship between teacher attitude and stress occupation of college teachers, therefore our hypothesis no.3 “There will be strong negative relationship between teacher attitude and Occupational stress of college lecturers” is accepted. Sim (1990), Duke (1990) and Griffin (1990.) and Dua (1994) supported this finding.

IV. CONCLUSION

This paper concluded that the attitude towards teaching of Guest faculty and contractual teachers has not significant correlation with their job satisfaction. There are a lot reasons for this no relationship. These college teachers **have not positive** significant relationship between job satisfaction and stress occupation. Further, there is negative significant relationship between teacher attitude and stress occupation of these college teachers.

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